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Analyzing the Impact of Educational Technology In Enhancing Students'  
Oral Speaking Skills: **Case Study of Second Year EFL Students**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree  
in Didactics and Applied Languages*

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## **Abstract**

The rapid progress of information technology has provided a more favorable framework for investigating a new teaching method. This study examines the role of educational technology in shaping English as a Foreign Language (EFL) students' oral communication skills . It focuses on how Information and Communication Technology (ICT) tools might help students become more proficient speakers by integrating various forms of technology to enhance their speaking skills and create a stimulating learning environment to encourage effective language use the main hypotheses of this research propose that Information and Communication Technology (ICT) serves as a strong motivator for students and helps create a comfortable setting that facilitates extensive language practice and oral performances to confirm these hypotheses, three research instruments were utilized: classroom observation, teacher interviews, and questionnaires were administered to Foreign Language ( EFL) teachers and their students from university of Ain temouchent . The practical findings of the study offer an analysis of the data collected from the questionnaires, interviews, and observations, followed by a discussion of the main results. Consequently the finding of this study show that both of teachers and students prefer to work with Information and Communication Technology (ICT) tools, and highlight the close relationship between teaching speaking skills and using Information and Communication Technology (ICT).

**Keywords:** efl, ict, integration, oral communication skills, speaking skills , technology .

## ***Dedication***

*I dedicate my humble work to my family ,especially my father*

*,My reason of happiness, who have made me who I'm today*

*I'm grateful for their continuous and unparalleled care ,help and support*

*A special feeling of gratitude to my loving parents whose word*

*Of encouragement and push will always ring in my ear .*

*My only sister and brothers .*

*I dedicate this work to you , Allah bless you all*

***Asma ABDELKADER***

## ***Dedication***

*first , and most importantly ,praise and thanks be to Allah , the merciful for giving me the inspiration , strength to complete this dissertation .and i would like to dedicate this dissertation to my family and especially to my biggest supporter my dad who encouraged ,and inspired me to conducting this study and pushes me to reach for the stars . also for my mom and my only brother Amine and sister wahiba and my lovely cousin Meriem, to my friends who taught me the true meaning of friendship and for my dear pet LUNA , who sat by my side when i did this dissertation .*

***Sarah BENDJAFAR***

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## *List of Abbreviations*

**EFL:** English as a Foreign Language.

**ICT:** Information and Communication Technologies.

**NET:** Internet

**PC:** Portable Computer

**VS:** Versus.

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*General introduction*

## General introduction

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In the era of rapid technological advancement, it is important to incorporate the concept of evolution into educational curriculum. As teachers increasingly rely on advanced methods, the evolution of technology continually introduces innovative ways to share knowledge and academic papers. Consequently, Students seek enhanced learning experiences, motivating educators to integrate new strategies into their learning plans.

In contemporary education, the integration of technology into classrooms is increasingly vital, especially in the context of declining student oral communication skills. This decline is particularly in higher education, where effective communication is crucial for academic success and professional development. Recognizing this challenge, educators are turning to Information and Communication Technologies (ICTs) to revitalize language learning and teaching practices.

Therefore, this dissertation seeks to explore the transformative potential of ICT in addressing the decline of students' oral communication skills in higher education. Drawing on research highlighting the global prevalence of English as a lingua franca and the importance of effective communication in academic and professional spheres, this study delves into the impact of ICT integration on students' speech abilities.

The present study investigates the use of ICTs in EFL classes and its impact on students' speaking skill, it aims to achieve the following objectives:

**1.** Investigate how the integration of ICT can mitigate the decline of students' oral Communication skills in higher education language classes.

**2.** Assess the effectiveness of ICT tools in enhancing students' speech abilities.

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3. Identify strategies and technologies that facilitate student engagement and interaction in language classrooms.

Throughout this study, two questions were raised

1. How does the integration of ICT contribute to improve students' oral communication skills in higher education?

2. Which ICT tools are most effective in fostering students' engagement and interaction in language classrooms?

These questions may lead to the formulation of the following hypotheses:

1. ICT integration offers opportunities for authentic practice and motivation, thereby improving students' oral communication skills.

Portable devices and computers emerge as prominent ICT tools for enhancing oral communication skills in higher education settings.

The present research work consists of four chapters:

Literature Review: Explores the decline of student oral communication skills, the role of ICT in language education, and pedagogical strategies for integrating technology into the classroom, Theoretical Framework and Methodology It Discusses the theoretical underpinnings of the study and outlines the methodology, including data collection methods and analysis techniques . Data Analysis :Analyzes the data collected to examine the impact of ICT integration on student oral communication skills and identify effective practices and technologies .Findings and discussion :Provides recommendations for educators and policymakers to enhance oral

## **General introduction**

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Communication skills through ICT integration and suggests avenues for further research in this area.

To sum up, this dissertation aims to contribute to addressing the pressing issue of Declining student oral communication skills in higher education by exploring the

potential of ICT integration. By examining the effectiveness of ICT tools and strategies, it seeks to inform pedagogical practices and inspire future research endeavors in technology-enhanced language education.





***Chapter one:***  
***literature review***

## Section one: Educational technology

### 1.1.1 Introduction:

In light of the development of modern technology and its impact on all aspects of our lives, its use has become a powerful tool in enhancing the EFL experience with the help of technology that has emerged as a new style in teaching foreign languages. Technology plays a vital role in the classroom and distance learning because teaching using applications and interactive language programs is among the most effective ways to make the learning process full of creativity and interaction. This chapter is divided into two main sections that review the theoretical foundations for this study: The first section of this chapter is devoted to educational technology along with some related definitions, ICTs in education and type of ICTs, the use of technology in EFL teaching, and the benefits of technology for EFL teachers-learners.

Educational technology, sometimes termed (Ed-Tech) is the area of technology that deals with facilitating e-learning, which is the learning and improving performance by creating, using and managing appropriate technological processes and resources. The term educational technology is often associated with and encompasses instructional theory and learning theory. Moreover, educational technology is both a study and an ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.(Book: Educational Technology Edition 2nd Edition First Published 2007 Page 44)The National Council of Educational Technology(1971): “Educational Technology as development, application and evaluation of systems, techniques, skills and aids to improve the

process of human learning.”G.O.M. Leith(1969): “Educational Technology is a systematic application of scientific knowledge about teaching-learning and conditions of learning to improve

The effectiveness of teaching and training.” According to Robert A Cox(1978):

“Educational Technology is the application of scientific process to man’s learning conditions.”

UNESCO, 2002.p,123 defines ICTs as “forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means.”

The United Nations Development Program have provided another definition of ICT which is: “ICTs are basically information-handling tools, a varied set of goods, applications and services that are used to produce, store, process distribute and exchange information. They include the ‘old’ ICTs of radio, television and telephone, and the ‘new’ ICTs of computers, satellite, wireless technology, and the Internet. These different tools are now able to work together, and combine to form our networked world, a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe.” (UNDP, 2001) (United Nations Development Programme)

### **1.1.2 ICT in education:**

ICT in education has been evolved from one decade to another. Due to the increasing demands of ICT used in education and advancement of ICT, researchers, educators, and policy makers are trying to incorporate the ICT into the educational system. From the revolution of technology starting from radios (1920s), to televisions (1940s), to stand alone computers (1950s) and the Internet era (1990s) and other allied information technology are changing our lives (White, 2005). The importance of ICT in the field of education is a new innovation that is important to bring the current educational system to a better level (Alzaidyieen. A, 2009).

**1.1.3 Types of ICT used in EFL classroom :**

ICT has revolutionized the way we live , work and learn , and makes our lives easier and can be used as tools to teach and learn in the classroom both teachers and learners employ a range of ict tools to enhance their teaching and learning process including :

Computers: According to Roblyer M. D. (2003:356), a computer is "a set of devices designed to work together to accomplish input, and output functions in order to accomplish tasks desired by a user".

Internet: The Internet is by definition an interactive medium between networks of computer users (Rust & Varki, 1996).

A projector is a device that projects an image or video onto a screen or surface using light and lenses. It is commonly used for presentations, movies, and visual displays. (Smith, J. (2017).

smartphone is a mobile phone with a microprocessor, memory, and built-in modem. According to William and Sawyer (2011),

Smart board : is an interactive white board that display from smart technologies used by educators to teach new information in powerful way with digital tools .

**1.1.4 The Benefits of Technology for EFL Teachers-learners**

- **For EFL Teachers**

Technology has been widely used in educational environments, facilitating learning and teaching. The integration of technology in instruction challenges teachers to know what and how they use technology (Hubbard & Levy, 2006; Koehler & Mishra, 2006).

Teachers can benefit from the use of ICT in language acquisition and instruction as well.

According to Connelly and Clanandin (1988) technology helps teachers become developers of their own curriculum; thus, they can tailor assignments and instructions to sustain a positive interaction to increase learners' interest and motivation. ICT allows teachers to create real-world settings in the classroom which is a primordial component for the development of communicative competence( Butler-Pascoe and Wiburg )

(2003) highlight the effectiveness of technology to support the acquisition of language skills.

While using technology, it becomes easier for teachers to design listening passages, reading texts, pronunciation activities, and writing tasks, ICT offers numerous opportunities for professional development for EFL teachers, including online courses, webinars, virtual conferences, and educational blogs. Teachers can stay updated on the latest pedagogical trends, teaching methodologies, and technological innovations in language education.

- **For EFL Learners**

The challenges of creating an inclusive atmosphere that address the needs of learners with their various learning styles. learners can benefit from the use of ICT in many ways and can be an effective tool to motivate EFL learners to seek and to fulfill their own learning needs by themselves. It provides EFL learners with access to authentic English-language materials such as articles, videos, podcasts, and social media content. Exposure to authentic materials help learners develop their language skills . EFL learners can progress at their own pace with the help of technology. Online courses, language learning apps, and digital textbooks allow learners to study anytime and anywhere.

### **1.1.5 Benefits of Using ICTs in the Language Classroom**

Recently, information and communication technology (ICT) has gone through innovations which are apparent in its transformative impact on individuals' cognition, professional endeavours, and daily lifestyles. This technological progress has been integrated into language education settings because “it is said to enhance the language acquisition process and keep learners motivated and boosts autonomous learning” (Azmi, 2017, p. 117) In general, the use of ICT is said to help learners “acquire linguistic skills, establish contact and interaction with other language users and broaden their minds about different cultural practices, values and contemporary lifestyles.” (ibid, p.111)

ICTs offer valuable assistance and supplementary support for both educators and learners within EFL classrooms because it involves effective learning with the help of the computers to serve the purpose of learning aids. “Computers and technology do not act as a replacing tool for quality teachers but instead they are considered as an add-on supplements needed for the better teaching and learning.” (Ghavifekr, et al, 2015, p.176).

The Integrating ICT into the EFL classroom has the potential to enhance students' language acquisition, increase motivation for continued learning, and inspire creativity and passion. This approach maximizes desired outcomes, fosters learner motivation, and aids in performance improvement.

Azmi (2017) states that positive language learning can be achieved with the integration of technology. Hence, many educationists start using ICT to monitor and accompany their teaching and learning session. Therefore, “Due to the fact that students are familiar with technology, and they will learn better within the technology-based environment, the issue of ICT integration in

schools, specifically in the classroom is vital. This is because the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components.” (Jamiseon-procter, et al., 2013, p. 23).

### **1.1.6 The Use of Technology in Teaching Speaking**

The use of technology in teaching speaking is one of the changes in how languages are taught at schools, which focuses on the use of language communication rather than just passing the examination (Thao, 2003). Besides, Bahadorfar and Omidvar (2014) also stated that technological tools like the internet, podcasts, video conferencing, videos, and speech recognition software are considered the best tools for teaching speaking skills and using such tools have been regarded as ways of helping students improve language skills. Moreover, Huang and Hung (2010) also state that an e-portfolio is a technology that allows students to have lexic richness in speaking in which learners benefit from their oral performances. Using such technology in teaching speaking is immensely acceptable by students. Similarly, the internet, podcasts, video conferencing, videos and speech recognition software, TELL, blogging is considered to be some of the best tools for teaching speaking skills (Parveen, 2016). Technology has become an additional tool for teaching in enhancing their students’ speaking competence.

The utilization of technology in teaching speaking has become an essential practice particularly in teaching English as a foreign language (Hong, 2006). In addition, video applications for conferencing are also considered an essential computer-mediated communication tool in promoting speaking fluency and accuracy. It caters to social interaction purposes and it

serves as oral reinforcement of both language fluency, accuracy and course contents outside of classroom settings (Romania. C, 2015).

Also, using Information Communication Technology (ICT) enhances speaking skill, motivation and oral performances (Idayani & Sailun, 2017). It has a huge and significant impact on students learning effectiveness in which students claim to have their speaking ability, knowledge and creativity enhanced. The use of multimedia as learning material

as one of the ICT technologies was recorded as significantly effective in honing student's ability to speak in English (Ampa, et al, 2013).

Using technology in teaching speaking with the experimental group has a larger significance in English fluency compared to the other group taught to speak in English using the traditional methods.

Using technology in teaching speaking brings a number of positive results on the part of the learners. Goh (2016) stated that technology in teaching speaking develops language fluency, accuracy and complexity. As well, Akkara, Anumula and Malleably (2020) stated that using technology in teaching speaking improves students' speaking fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation More so, technology in teaching speaking improves students' speaking skills and employing such has a positive impact on learners speaking skills, fluency, and pronunciation.(Hamad et al, 2019).

This section underscores the transformative impact of educational technology on teaching and learning English as a Foreign Language (EFL). It highlights the evolution of ICTs, their diverse applications in the classroom, and their potential benefits for both teachers and learners.



Specifically, the review emphasizes the role of technology in enhancing speaking skills and fostering motivation and autonomy among EFL learners. Overall, it underscores the importance of integrating technology into the EFL curriculum to maximize learning outcomes and prepare students for success in an increasingly digital world.

**Section 2: Oral Communication Skills Introduction:****1.2.1 Introduction:**

The quality of oral communication is a key factor in the academic success of students and in helping them express their views in a focused manner. Interaction enriches talks and excellent resolution of spoken words. However, what is opposed to the path of excellent oral abilities is the field of semi-enforcing. Feeling nervous about standing on the stage or feeling short and empty because you don't know what you're capable of. Educational institutions open up technology for the development of students' capacities in the area of oral communication.

Technology has provided applications and means to improve students' potential. And so the focal point for this exploration is to limit the impact of education technology on maintaining students' possibilities for oral communication.

**1.2.2 Definition :**

Du-Babcock et al. (2019), note that verbal communication skills are characterized by easy speech, transparency of expression, consistency in the structure of ideas, intelligence in effective listening, insight into the understanding of body language, and efficient management of non-verbal signals during verbal interactions.

According to Eunson (2012), efficiency in verbal communication is important and requires accurate reflection of ideas and concepts in a coherent, concise, structured and convincing manner.

Thus, effective verbal communication encompasses several features, such as speech, proper speech, non-verbal references, effective queries and participation in meaningful dialogues.

These competencies are essential for success in various fields such as academia, professional and social. It enables individuals to express their views with confidence, to deal effectively with challenges, to cooperate efficiently with others, to make convincing presentations and to promote strong relationships through well-trained oral interactions.

### **1.2.3 The Value of Oral Communication Skills in Academic and Professional Settings:**

Oral communication skills are the ability to transfer information About quarterly presentations, business offers or research meetings, one can deliver a meaningful message and interact with the public. (Harvard Extension School, n.d.). Using the perfect language, tone and appropriate communication strategies, individuals can make sure that their ideas can receive significant acceptance and have a continuing impact on listeners. "Virtual and effective communications contribute to building confidence, magnifying positive linkages, enhancing networking opportunities and, finally, supporting personal and professional growth" (Anderson & Miller, 2016).

Moreover, strong oral communication competencies are necessary to promote solidarity and collective action in professional and academic environments. Emotional communication allows individuals to show ideas clearly, listen intelligently to others, suggest questions about the subject, and offer constructive ideas, leading to better working relationships and more successful outcomes. (Ganyaupfu, 2016).

Coherent oral communication skills are critical to the control of disputes by expressing views with respect, active listening, facilitating the discussion process, creating common ground and seeking solutions (Dobson, 2015).

The ability to take care of making relationships is another important aspect in which oral communication skills are essential. Clear and effective communication helps to build trust, establish meaningful linkages, open networking opportunities, and also promote personal and professional growth (Anderson & Miller, 2016).

In conflict situations, excellent oral communication skills are vital for conflict resolution by expressing personal views with respect, active listening, facilitating discussions, finding common ground and seeking decisions (Dobson, 2015).

Oral communication skills are very necessary in job interviews where employers need candidates with the ability to express clear and effective views on their talents, competencies, experience and suitability for employment. (Doody, 2015). "The workers are looking for individuals who can clearly and effectively express their abilities, qualifications, experience and suitability for this position during job interviews." (Doody, 2015).

These skills in effective oral communication enable presidents to inspire others through clear instructions, stimulating speeches, offers and effective communication with team members (Duprin, 2016). Effective oral communication skills enhance leadership capacity by empowering leaders to inspire others through clear instructions, motivational speeches, offers and effective communication with team members. (Duprin, 2016, p1).

Finally, excellent oral communication skills, when presenting sales or research findings at conferences, affect other people's perceptions of professionalism and expertise in the subject

matter. "Strength oral communication skills can influence the perceptions of others of professionalism and industry expertise during professional performances, such as offering for sale or presenting research results at a conference." (Powell, 2012).

In conclusion, the development of oral communication skills is essential to academic and professional success because it helps to facilitate effective communication, cooperation, relationship-building, conflict resolution, career interviews, leadership and professional performance.

#### **1.2.4 The significance of integrating education technology to improve oral communication skills:**

##### **Step 1:**

The inclusion of educational technology tools in enhancing skills in verbal communication gives students the ability to use interactive and qualified resources to refine their speech skills, capture constructive ideas, and think about their ability to communicate(Guffey & Loewy, 2015).

##### **Step 2:**

The integration of educational technology into education offers various advantages for the enhancement of oral communication skills. The inclusion of tools, for example: video recording, online discussion forums and virtual simulations, allows students to engage in meaningful practices with valuable feedback.( Ertmer, Pete,2005).

**Step 3:**

Educational technology has contributed to a revolution in the educational landscape of oral communication skills. Through interactive programs and digital presentation programs, students can engage in realistic discussions and peer interaction at the same level globally. (Mozzie et al,2008)

**Step 4:**

To improve oral communication skills, education technologies must be integrated. Through the use of video recording software for thinking and self-assessment, and online discussion boards for collaborative learning, students will be able to enhance the quality of their communication skills. (Smith, S. And Hoover, M. 2003).

**Step 5:**

Education technology plays a central role in the development of exceptional capacities in the field of oral communication. By integrating multimedia presentations, online collaboration tools and virtual experiments, students have endless opportunities to enhance their skills in critical thinking, understanding and expression, with immediate development received for continuous improvement., Becta (2008).

**1.2.5 Using technology tools to improve oral communication skills :**

Technology can significantly improve oral communication skills. By combining these tools into language learning activities, students can practice speaking and listening in a variety of settings while receiving quick feedback on their performance.

Here are some instances of how technology tools can be used to improve oral communication skills:

Integrating online video conferencing technologies like Zoom, Skype, and Google Meet into language learning programs allows students to practice speaking with their classmates or teachers in a more engaging and natural setting. Additionally, language learning apps such as Duolingo, Babbel, and Rosetta Stone offer speaking activities where students can record themselves and compare their pronunciation to that of a native speaker, providing rapid feedback for improvement. Speech recognition software like Dragon NaturallySpeaking or Google Voice Typing can transcribe students' responses and offer feedback on pronunciation, grammar, and vocabulary use. Furthermore, digital storytelling tools such as Adobe Spark and Story bird enable students to create multimedia stories with audio recordings of their voices, helping them develop storytelling skills and practice speaking with expression. Virtual reality (VR) technology, through apps like ImmerseMe and MondlyVR, immerses students in real-life language learning scenarios where they can practice conversations in simulated environments. Research has shown that integrating technology tools into oral communication development significantly improves students' speaking proficiency and confidence in using the target language. By incorporating a variety of technology resources into language learning activities, instructors can provide students with tailored opportunities to enhance their spoken communication skills and overcome obstacles to fluency.(Algahtani & Nasser, 2020).

### **1.2.6 Benefits of teaching and learning using technology:**

1. **Enhancing accessibility:** education technology allows students to access a range of learning resources and opportunities regardless of their physical limitations or status

(Bates, 2015).

2. **Adaptive learning:** Thanks to technology, we can create personal learning experiences that are tailored to each student's needs and interests, to promote understanding and retention of content(Hwang & Wu, 2014).

3. **Increased participation:** The learning process becomes easier and more effective by including some interactive tools: simulations, learning games, and multimedia presentations, thereby increasing student participation and motivation opportunities; (Clark & Mayer, 2016).

4. **Cooperation and communication:** social media and Internet platforms help to promote collaboration between students and teachers, make communication easier among learners from different sites and thus create a more coherent and participatory learning environment (Dede, 2010).

5. **Data inventory decision-making:** data analyses provide insights into students performance and progress and enable educators to make valuable decisions about educational strategies and interventions (Siemens & Long, 2011).

### **1.2.7 Challenges and Limitations of Integrating Educational Technology to Develop Oral Communication Skills include:**

1. **Access to technology:** One of the most important challenges and problems in integrating educational technology to enhance oral communication skills in poor countries is the lack of access to technology.

A class of students in these areas may not be able to access the necessary Internet-connected devices necessary for the effective use of educational technology to upgrade their oral communication skills. (Maddux & Cummings, 2018).



2. **Language barriers:** There is another limitation to integrating educational technology to enhance oral communication skills, which is the discovery of language barriers.

Technology-based solutions are not always available to students in the local language, which makes it difficult for them to deal effectively with the resources and tools provided (Herrera, 2018)

3. **Lack of training and support:** Teachers in developing countries may need more support and training necessary to effectively integrate educational technology into oral teaching, in these regions Many students lack access to devices and Internet connectivity to use educational technology effectively to improve their ability to communicate orally. (Maddux & Cummings, 2018).

4. **Digital divide:** The digital divide between urban and rural areas in developing countries can make it difficult to integrate educational technologies to develop oral communication skills. Students in rural areas do not have the same access to technology as their advanced counterparts, which causes unequal opportunities to improve their technology communication skills (Selwyn, 2019)

5. **Infrastructure constraints:** limited infrastructure, such as inadequate electricity supply and limited Internet access, may also hamper the effective integration of education and the improvement of oral communication capabilities in poor countries. Students may not be able to use technology-based resources to improve their communication skills without reliable and secure infrastructure. (Melhuish, 2020).

In general, education technology has the potential to improve oral communication skills, addressing these challenges is critical to ensuring equal access and effective implementation in developing countries.

### **1.2.8 The objective of Developing oral communication skills through ICT:**

1. Achieving targets to improve consistency and clarity, to improve the improvement of listeners(Hargie, 2011).

2. Improved convincing capacities: These oral communication skills allow people to succeed in convincing others and influence decision-making processes on an ad hoc basis (Shoemaker, J.2002).

3. Strengthening cooperation and working spirit: enhancing oral communication skills to facilitate productive dialogues among team members, thus contributing to better problem-solving and better results from decision-making (Barker, A). 2010).

4. Building relationships and trust: individuals can establish relationships with others with confidence, thanks to excellent oral communication skills, thereby improving relationships and communication between people and creating a positive atmosphere for effective communication cooperation (Rogers, 1961).

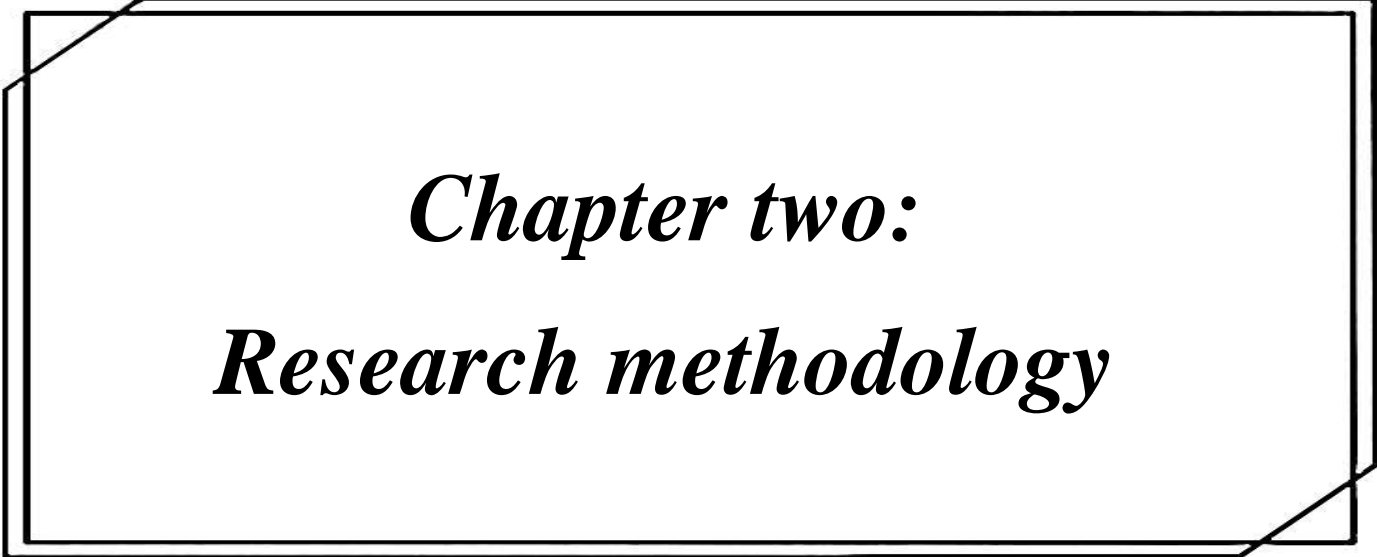
Improving employment opportunities: The development of oral communication skills leads to a higher rate of success in professional contexts since good and privileged verbal communication is vital in job interviews, networking, presentations and client interaction, which ultimately enhances career development potential (O'Neill).

From this, oral communication skills are important in most aspects of our professional and personal lives. This effective oral communication enables strong relationships with others, clarity

of information and better understanding. Individuals can also increase their communication capabilities through clear expression, active listening, and non-verbal communication. Moreover, the enhancement of oral communication skills leads to a much better professional potential, with strong interlocutors who can express their views and communicate successfully with others being respected by companies , Individuals who exercise these skills can improve their talents in public communication and flourish in both professional and personal contexts.

**Conclusion:**

In today's interconnected world, oral communication skills are essential for success. However, the rise of educational technology has had a negative impact on students' verbal communication skills. To combat this, students need opportunities to develop and enhance their communication capacity through actual presentations and discussions. Officials within the educational community should find ways to improve oral communication by balancing digital and physical communication. By encouraging more face-to-face interactions and public speaking opportunities, students can build the necessary skills for effective communication in both their academic and professional lives.



***Chapter two:***  
***Research methodology***

**2.1 Introduction:**

In Algeria, teaching English as a foreign language faces hurdles in developing confident speakers. This chapter looks at how using technology can help it gathers insights from both students and teachers at the University of Belhadj Bouchaib to understand how tools like computers and the internet can improve speaking skills. By exploring students' experiences and teachers' views, the chapter highlights the importance of integrating technology to enhance English learning and teaching and shaping a competent EFL students speaker

**2.2 Choice of the topic:**

The role of educational technology in shaping (EFL English as a Foreign Language) student oral communication skills has become a critical aspect in the field of learning and teaching , the use of ICT in teaching and learning of foreign language like English has always dominated the pedagogical debates and discussion and its critical area to comprehend how technology affects language learning as it becomes more and more integrated into educational setting , this topic has been selected to investigate how technological tools influence the development of oral communication skills and understanding how ICT can be leveraged to enhance EFL students' oral communication skills.

**2.3 Statement of the problem:**

The use of ICT in teaching English as a foreign language is needed to fill current gaps of the learners. Speaking skills are widely recognized as one of the most challenging aspect for language learning which add to EFL student the sense of ineffectiveness in speaking performance. several factors contribute to this difficulty such as fear in speaking due to their incapability of fluency and coherence, lexical resources, grammatical range and accuracy and

inadequate pronunciation skills. this research aim to conduct a comprehensive examination of the impact and implications of ICT integration in EFL speaking instruction, and how ICT might help students become more proficient speakers by integrating various forms of technology for example: ( podcasts , video conferencing , videos) to enhance their speaking skills and create a stimulating learning environment to encourage the use of both effective language . and information and communication technologies inside EFL classrooms and tries to list the benefits as well as the advantages of such materials and their influence on the learners of a foreign language;

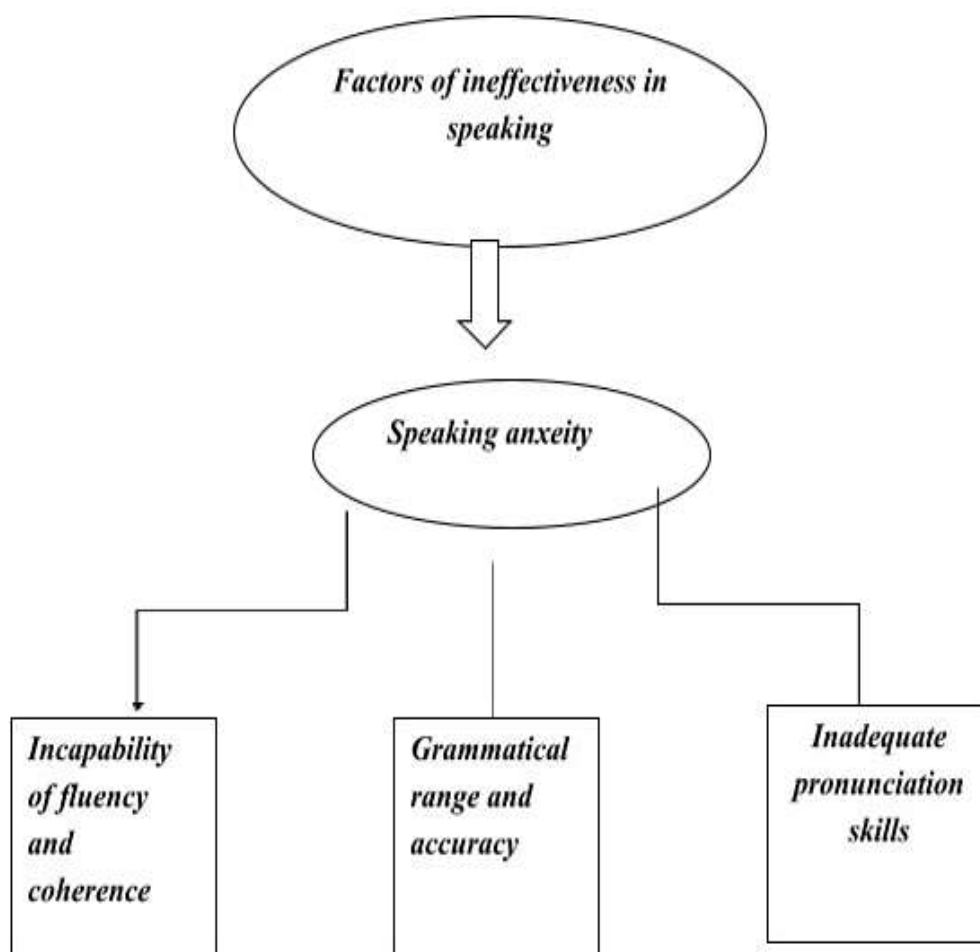


Figure 2.1 the factors of ineffectiveness in speaking

**2.4 Research context:**

This research should refer to place and time:

The research was carried out at Belhadj bouchaib university of aintemouchent in two distinct environments, online and AT the university center to investigate the impact of Educational Technology in Shaping EFL Students' Oral Communication Skills in the case OF L2 EFL students, The students' level that were mostly targeted were beginners, and the teachers that were chosen to answer the questionnaires were the ones that often tend to use ICTs in their EFL lessons.

During the specified time frame in the end of 2023 we have started the literature review as well as the online administration of the questionnaire and the interview because “it enables a wider and much larger population to be accessed” was in the end of February. In April, we have started data collection analysis interpretation and discussion. At the end , we could make general conclusions.

**2.5 Research sample:**

In this research we have used two methods quantative and qualitative in which we have used multiple data collection instruments which are teachers' and students' questionnaires, teachers' interview, and classroom observation and Both EFL teachers and students are the main participants in this study .The aim of using multiple research tool is to collect significant data, and also to provide credible information to this research.

**2.6 Teachers 'interview :**

This study involves 4 English teachers from belhadj bouchaib university, who were selected to conduct an interview, they all have a degree of Master or PhD. The selection of this sample focuses much more on teachers who work at the university of Ain Témouchent and use ICT tools to teach students, and how they impact, develop, and facilitate language teaching. the purpose of the questionnaire given to teachers aims at finding their own thoughts about using ICT in the classroom to improve the speaking abilities of EFL students It contains (8) questions .

**2.7 Students' questionnaire:**

The questionnaire is the most common tool that is employed in most research works used for collecting the necessary data. The questionnaire is chosen as a method for investigating the opinions of various students in the level L2, with regard to the variety of their utilization of ICT tools and their influence in learning. For that, forty (41) participants were selected from L2 classes from the university of Ain Temouchent. The students were sent the questionnaire online to answer it.

**2.8 Classroom observation:**

Classroom observation can help gather qualitative data, the purpose of using this methodological tool is to provide enough information about the learners' attitude towards the use of ICT in class.

**2.9 Methodology:**

Methodology refers to the actual application of procedures and techniques within a subject or discipline to attain research objectives or solve problems (Bailey, 1994). It's a set of



approaches that work together to provide data and findings that align with the study question and objective (Creswell,2003) . Methodology defined as a systematic approach to research and problem-solving that focuses on data collection, analysis, and conclusions(Dawson,2002). It's data collection, systematization, and analysis methods(Polit&Beck,2004).The research study's structure includes size and sample methodologies, data collection strategies, and analysis procedures. (Bowling, 2002).

### **2.9.1 Research methodology:**

Research methods used in research studies and research procedures They are mostly planned, scientific, and neutral. This includes theoretical techniques, empirical study, and digital systems. Statistical methods can help collect data and solve problems in study.

Scientific research requires explanations based on facts, measurements, observations. They only accept interpretations that can be supported by experience. Research methodology is a systematic approach used by researchers to describe, explain and predict incidents that are referred to in the research methodology. It is also defined as the study of approaches to knowledge acquisition. (Rajasekar, 2013, p. 5).

Educational research is the systematic investigation and study of educational phenomena, with a view of understanding and improving educational practices, policies and outcomes (Picciano, 2004). "Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals and the advantages and disadvantages of each method."(O'Leary, 2004, p. 150).

To gain reliability for this work, the present study requires the implementation of two different techniques, specifically quantitative and qualitative approaches (a mixed method). To obtain data, three tools were used: a student questionnaire, a teacher interview, and classroom observation. Because we're looking for answers about the utilization of technology in the educational system, their impact on students; precisely on the decline of student oral communication skills, and whether they might enhance the speaking activity of the EFL students.

### **2.9.2 Research instrument:**

It is generally known that “the backbone of any survey study is the instrument used for collecting data.” (Dörnyei & Zoltán., 2011, p. 75). Thus, this study is based on multiple

data collection instruments which are students questionnaire, teachers’ interview, and classroom observation. The teachers’ interview were conducted online , and the same with the questionnaire which was administered online .

Due to the importance of obtaining precise ; impartial, and trustworthy results as well as the time constraints associated with this study, three suitable instruments were used to gather data from the research sample: online questionnaire and interview and classroom observation of L2 oral classes. Each instrument was created specifically for a specific sample with specific goals and outcomes.

The tools vary based on the goal and type of the study challenge. Furthermore, because the concepts in each research sample differ from the other, we have divided the samples and used an interview and questionnaire in the same study, the nature of the responses and interactions is also taken into account.

At last, not every educational institution is qualified to apply these technologies vice versa , It implies that we will handle each case independently. We choose to use online questionnaire since they save time and simplify the data processing process, which allows us to gain more time. "The selection of tools in a study should be carefully chosen to ensure that they align with the research objectives and contribute to a coherent and logical flow of information"

(Smith and Jones, 2015).

To gather data for this study and provide more context, we employed classroom observation and online questionnaire methods to shield nearly every student. To ensure accuracy, these instruments were deployed to collect as much pertinent data as possible to gain objectivity of the outcomes.

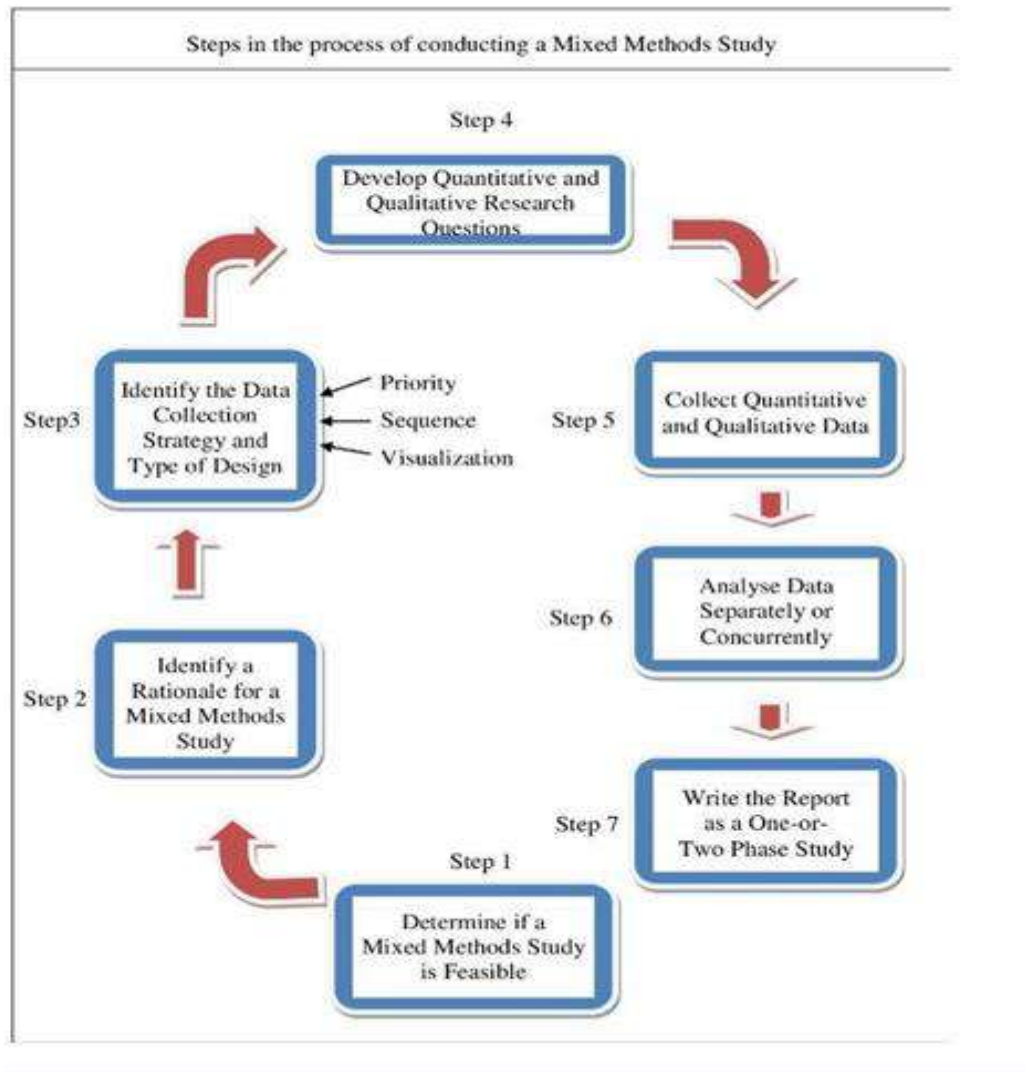


FIGURE 2.2: Steps in the process of conducting a mixed methods study (Adapted from Cannon, 2004)

The seven processes shown in the above picture were observed from the design phase of this research project to the data analysis stage, Figure 1 above, leading to a deeper understanding of the phenomenon being studied, rather than seeing them as parts of an incompatible quantitative/qualitative dichotomy (Herman & Egri, 2003). The phases of the data collection and analysis are summarized after a detailed discussion of the qualitative and quantitative research methods utilized in this study is presented in the next section.

**2.9.3 Classroom observation:**

In practical research, classroom observation is one of the many methods utilized to acquire data that cannot be obtained through an interview or a questionnaire. Throughout the Classroom observation, the person conducting the study observes various instructional and educational operations in the classroom, such as how the instructor conducts instruction, how student engage in the lesson content, how classroom management is managed, and how assessment is performed. To attain the qualitative goals linked to the conceptual system .we conducted a classroom observation as a planned method in the present study. The observation took place in L2 level classes where teachers utilized ICT tools to teach and provide activities. This allowed for an assessment of how students interacted with technology and their overall behavior towards it.

To further elaborate on this context, we utilized the observation as baseline data to see how students engage with educational technology and how instructors emphasize the significance of the lesson in class. “A classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis “(Bailey, 2001).

Classroom observation is an incentive for this kind of research. It was a method used by researchers, who were people with similar backgrounds in academic or practical

backgrounds, to better understand teachers and students in the classroom and investigate changes that occur in teaching and learning with educational technology through a realistic experience. The first research tool to uncover the truth was classroom observation.

**2.9.4 Student Online questionnaire:**

An online questionnaire is a systematic set of questions used to collect data about a certain target audience (sample). Participants will rapidly respond to the form via internet connection. By giving a list of questions and enabling participants to respond.

the online questionnaire facilitate communications between participants and researchers

The online questionnaire includes closed ended and open ended questions, and multiple-choice questions. Students can respond in many ways. The questionnaire examines students' attitudes towards information and communication technology, as well as their speaking skills. The questions We avoided asking too many questions to prevent responders from becoming bored.

Overall, it is a multi-use tool, especially in the field of social sciences, because it is the basic methodological means by which to identify ideas and information provided by respondents on the subject currently under consideration. It gives answers that can be explained, discussed and analyzed for the benefit of research. It either confirms the validity of the hypotheses or invalidates them. Our goal was to explore this information that was not supported by facts and evidence. The online questionnaire takes less time because it provides access to a large number of participants. Therefore, this study did not use traditional or printed questionnaires, but online questionnaires instead.

**2.9.5 Teacher Interview:**

The interview is used as a supporting material to collect data from individuals through conversations to understand a situation or a topic that we are interested in.

“Interviews enable participants be interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view.” (Cohen, Lawrence, & Morrison ,2007,p. 349)

The teachers concerned with the present study are EFL teachers from the university of BELHADJBIUCHAIB, they were selected according to their frequent use to ICT in their classrooms. It mainly aims at reporting their opinions concerning the effective role of ICTs in EFL speaking classes. In addition to that, its basic purpose is to show their opinions about how they may evaluate their EFL students’ oral language proficiency.

We used the interview in our study as a quantitative method as a means to gather all the questions that we were interested in the form of an interview. we ask capable teachers in the field, and since the interview is a research tool that enables us to obtain new information and factual events from concrete experiences of more experienced people that floats a more credible touch of our research.

### **2.10 Data collection procedures:**

Gathering data is one of best key steps of the research process. To address research questions, test hypotheses, and assess findings, researchers must consistently and methodically gather and measure data on variables of significance. The goal of the data gathering processes is to gather solid evidence that can be transformed into in-depth data analysis and provide logical and trustworthy responses to the concerns posed.

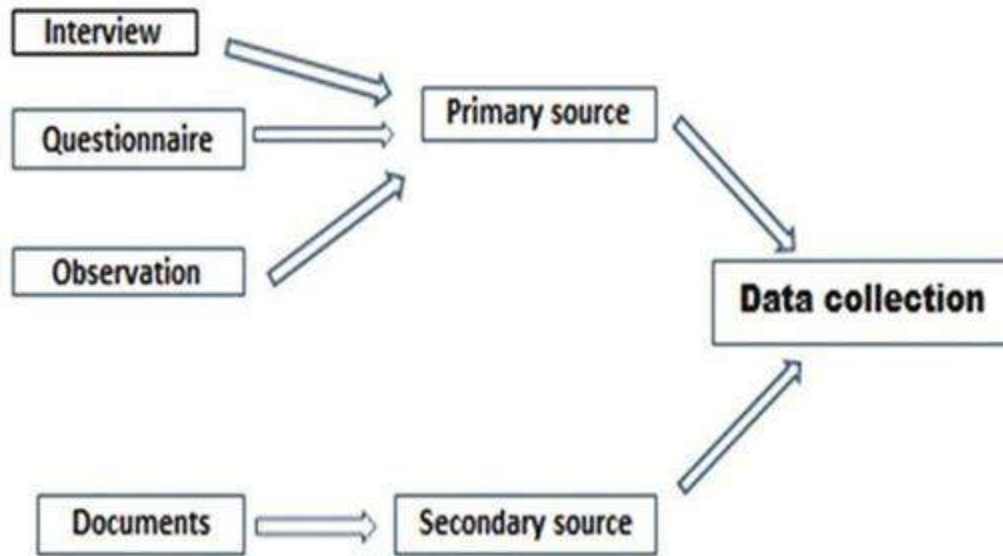


Figure2.3: Data collection process

The study was developed with classroom observation in order to draw connections between the use of educational technology and its effects on the process of teaching and learning, as well as the spoken communication and interaction skills of the students.

Furthermore, as first-hand instruments, we created the questionnaires, which offered quantitative information, opinions, and perspectives from various pupils about the inclusion of education technology in the modern educational system, and we also attended an interview where we obtained valuable information that were important. We analyzed, examined, and discussed the data to draw a general conclusion for this study.

### **2.11 Organization of the study:**

This study provides insight into how ICT affects students' oral communication proficiency. In this fast-paced era of advancement, learning and education have become highly specialized, sophisticated, and fast-paced endeavours for students. This indicates that students have become



used to the technology rapidly since they are accustomed to it and because it piques their interest in the material, it becomes necessary.

We have started our examination of this phenomenon by looking through earlier materials and studies that are pertinent to it to see what other scientists and researchers have discovered.

Our emphasis is on students' oral communication abilities because effective communication is the foundation for professional and academic achievement. After examining the changes this technology is bringing about and attempting to connect it to students' oral abilities, we turned our attention to determining its relevance and significance in academic science. Finally, we considered the objective of this technology; the second section of the research methodology covered all the methods and tools used in this study. We have observed that, because we are utilizing both qualitative and quantitative research approaches (mixed method). In addition to classroom observation, Considering the differences in the situations and personal experiences of the participants ,the appropriate method to be adopted and referred to when dealing with the phenomenon of the sweeping of the education system, which is the foundation of societies and the origin of generations.

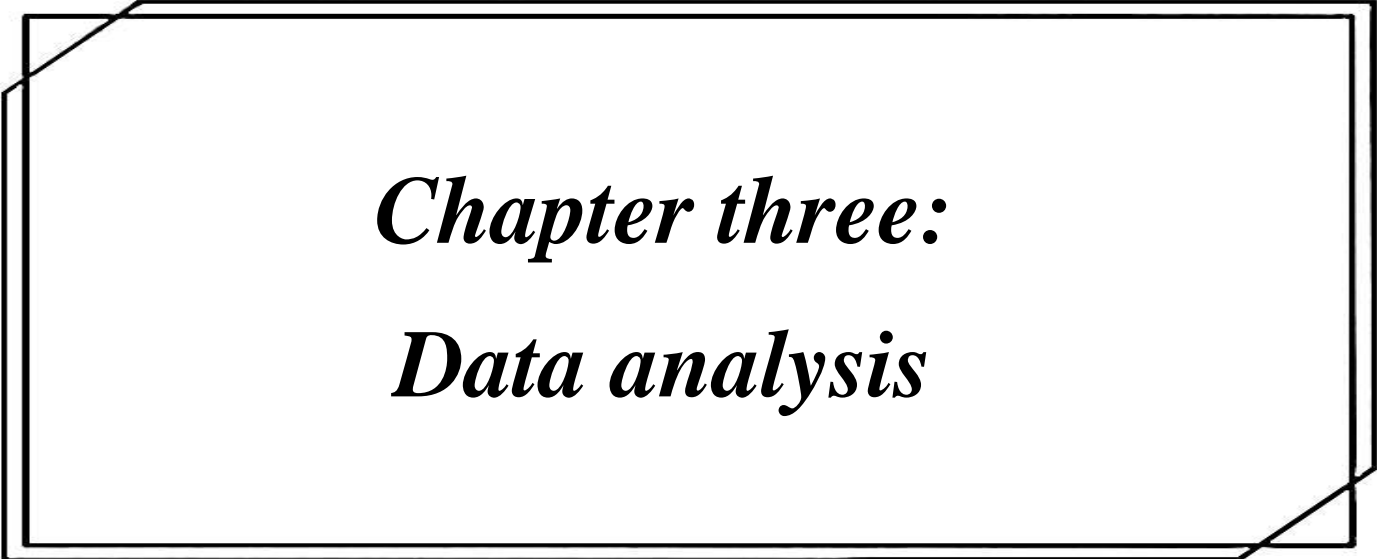
Following the selection of the study design, participants, and instruments, we proceeded to the practical part, data analysis and discussion because it provides all the necessary information that we can gather for our research. Chapter three is extremely important, it addressed:

Discussion of the findings from our research about the usage of educational technologies and how their inclusion affects teaching and learning as well as and perhaps most importantly the oral capacity of the students. To support or refute the proposed hypotheses stated at the outset of the study, we finally summarized everything that was examined and discussed in the practical

sections of the research study in the general conclusion. Since there is always more to learn about due to the never-ending nature of research, particularly in the fields of education and emerging technologies, we have made some recommendations and suggestions for more studies based on the findings.

**Conclusion:**

This Chapter describes the means used to analyze the impact of educational technologies on students' oral communication skills. Careful selection of participants and methods of collecting accurate data are aimed at providing valuable and effective information on this crucial issue. Using specific methods, we strive to obtain valid, reliable and actionable results. The detailed interpretation of the sampling strategy and data analysis procedures shows our commitment to the methodological instrument. In general, this chapter is the basis for a comprehensive investigation into the complex relationship between educational technologies and oral communication skills for students.



***Chapter three:***  
***Data analysis***

**3.1 Introduction:**

This chapter offers a thorough analysis of the data gathered using an online questionnaire, after choosing the appropriate research methodology for the study entitled: "The impact of educational technologies on students' oral proficiency and their effectiveness of the learning system. In the first section of this chapter, the topic of the study is thoroughly examined and explained. Taking into account the differences between participant types and their applicability to the topic, we have tailored each method individually. Our objective is to get a thorough and coherent conclusion at the end of this procedure. Additionally, we aim to close the gap that exists between the improvement in students' spoken language skills and instructional technologies.

**3.2 Data analysis and findings**

The following section examines data and explanations of the findings of online questionnaire categorized into 12 questions, each one having a particular objective aimed at disseminating the obtained results

**3.2.1 Analysis of the questionnaire:****Students' perception about the use of ICT tools in EFL classes Question 01:**

Gender

<b>Gender</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Number</b>	<b>14</b>	<b>27</b>	<b>41%</b>
<b>%</b>	<b>34,1%</b>	<b>65,9%</b>	<b>100%</b>

Table3.1: Students' Gender

The following table shows the results of the present regarding participants' gender of individuals ,The table shows that females represent 65,9% and males represent only 34,1%.

### Question 02: Why do you want to learn English?

This was an open ended question, where the participants were free to share all their motivation behind their decision to learn English. After reviewing their answers the results presented in figure 41 denote that . There was a total of (23%) of student chose to study English because its their favorite language and they prefer it ,While (35%) are learning it for the soul reason because its globalized language and to be able to communicate with foreigners while traveling abroad, Another (22%) of them who chose to study English because of either their educational purpose, Finally (20%) for self-development because they want to improve their language to enjoy speaking it fluently

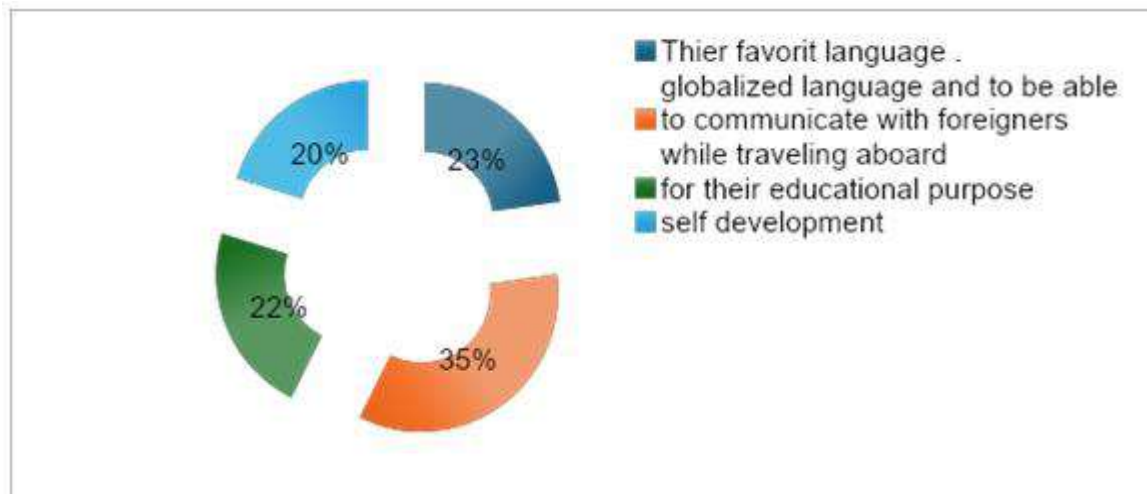


Figure3.4: the purpose of learning English

Question 03: In which skill do you face problems the most?

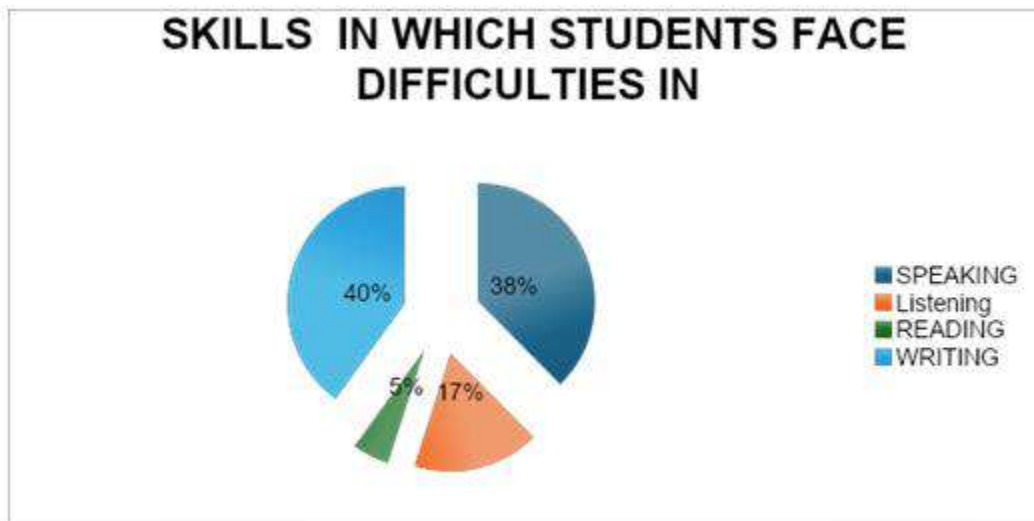


Figure3.5: Skills in which students face problems

According to the graphic that shows a percentage of students facing difficulties in various language skills , speaking skills pose the greatest challenge with 38% of student facing this problem , listening skills follow at 17% while reading skills present a challenge for 5% and the majority struggle with writing skills with 40%.

**Question 04: Do you face any difficulties in speaking English?**

Figure3.6: Students' difficulties in speaking English

**Question 05: If yes, what are those difficulties?**

The Majority of Students (44%) mentioned that their main struggle is the feeling of stress and anxiety, fear of being judged or being shy to talk and fear of making mistakes in front of their classmates or others . while (27%) of them said that they have problems in speaking the language fluently, and the problem of organization of thoughts. However, (29%) of respondents did not provide any answers to the question.

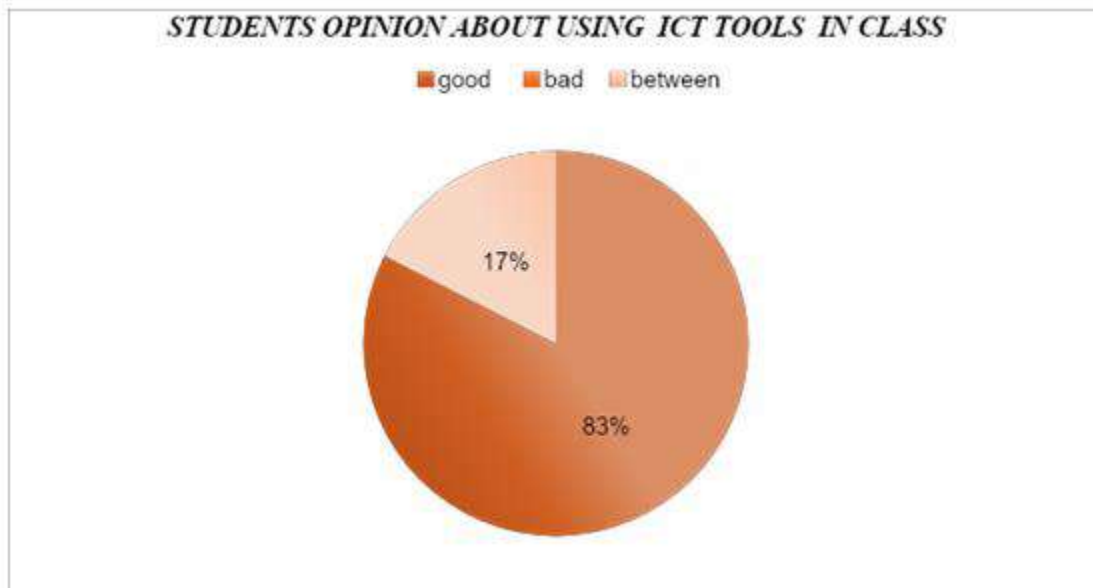
**Question 06: What do you think about using ICT in oral classes?**

Figure3.7: Students' opinion about using ICT tools in class

the graph represents students' opinions about using ICT tools in class ,83% of students view the use of ICT tools in class its good and 17% of student express mixed feelings. Their opinion falls somewhere in between .

**Question 07: Please state why?**

The (83%) of students who responded with "Good" , (68,96%) mentioned that ICT tools makes studying easier in which facilitate learning process and give the chance to understand better while (10,34%) of them said that its use helps with time management,

, (13,79%) stated that using ICT its keeping up with technology and AI , (6,89%) mentioned that using ICT make the sessions more immersive and dynamic, give better examples and explanations during the use.



**Question08: How often do you use ICT to study or revise?**

Opinion	Always	Sometimes	Never	Total
Number	24	15	2	41%
%	58,5%	36,6%	4,9%	100%

Table3.2: Students' opinion about using ICT tools in class

The table outlines students utilization of ICT for studying or revising , the statistics indicate that 58.5% of students consistently employ ICT for their studding , additionally 36,6% of student utilize ICT occasionally for studying while a small percentage represent 4.9% never utilize ICT for these purpose .

Question 09: What kind of ICTs do you use?

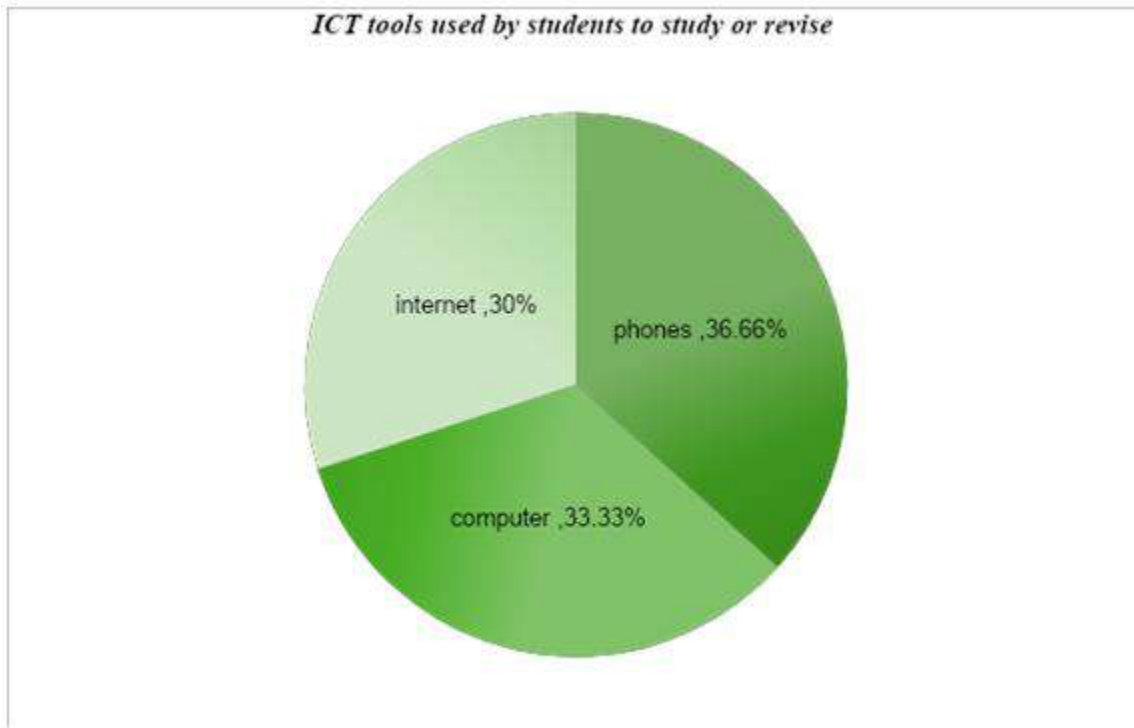


Figure3.8: ICT tools used by students

The graphic illustration the diverse ICT tools utilized by students for studying and revising , the statistic presents ,phones emerges as the most popular choice accounting for 33 .66% of usage , and the computer follow closely behind with 33.33% which play a significant role ,30% of students utilize internet .

**Question 10: Has the use of ICT helped you in enhancing your speaking skill?**

Answers	Yes	No	Total
Number	36	4	40
%	90%	10%	100%

Table 3.3: students' opinion about the help of ICT in enhancing their speaking skill

The table presents student opinions regarding the effectiveness of ICT in enhancing their speaking skills. majority of students, constituting 90%, responded by yes That ICT does indeed aid in improving their speaking abilities and others accounting for 10% by no .

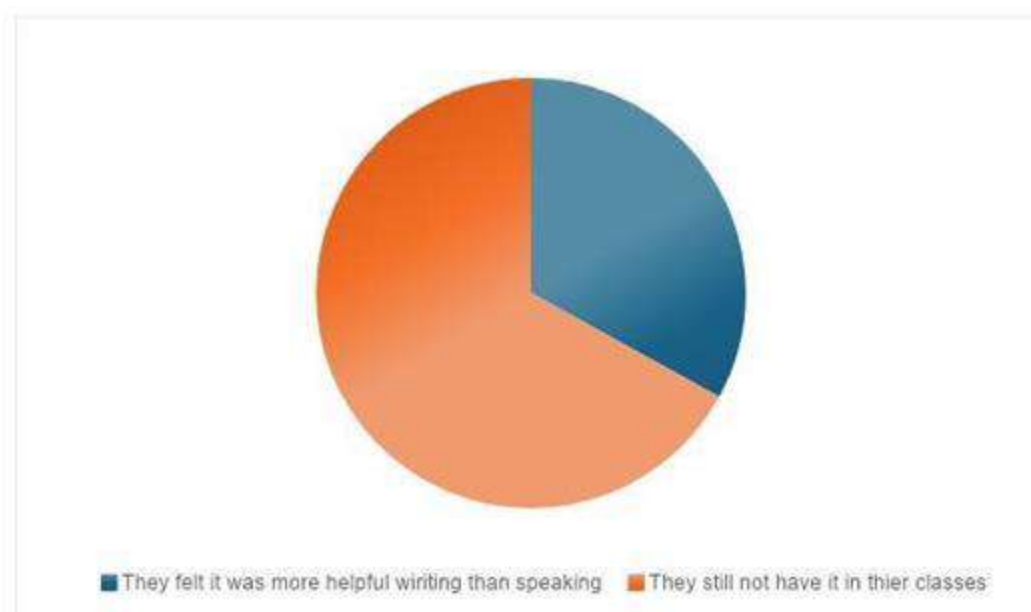
**Question 11: If yes, in what way?**

While 11 participants chose to not answer the questions , the other students all gave various benefits that ICT provided for them to learn and ameliorate their speaking skill, such as watching YouTube videos and listening to podcasts , They also use social media platforms to communicate with native speakers for a better learning experience. They mentioned that using ict helped them correct their writing mistakes by using apps

and online dictionaries ,They also felt that practicing communication on social media positively impacted their language skills.

**Question 12: If no, please state why?**

Out of the 3 respondents who answered the question by “No”, only 2 they both answered by they Still not have it in their classes and other one said that they felt it was more helpful for writing than the speaking .

**3.2.2 Analysis of the teachers' interview**

The interview was addressed to four EFL teachers who worked at Belhadj Bouchaib University, they were interviewed in a open period of time in order to discuss their own

perspectives about using ICT tools as a tool to enhance their teaching, in addition to their students' language learning and oral proficiency . All interviews were held individually and under comfortable conditions and locations. The interview include eight direct open questions without

any choices, which made teachers feel free to answer and justify, or add extra information if necessary.

**Question 1: How do you incorporate educational technology tools in the classroom to Support students' oral communication skills?**

The aim behind this question is to know whether EFL teachers utilizing ICT in the classroom consider it as a main teaching tool or not. Through collecting the opinions of the interviewees.

Three out of four teachers said that in order to support student oral communication skills they implement : platforms like Zoom and Google Meet for presentations and discussions. And Google Docs for collaborative research projects, providing opportunities for verbal communication while discussing ideas. And one out of 4 said that she often utilize the projector (data show) and give the student a home works where they have to record themselves speaking, indeed students can practice speaking in front of a camera, which simulates real-life communication scenarios.

**Question 2: How do you select appropriate technology tools based on specific learning Objectives related to oral communication skills?**

the four EFL teacher affirmatively agreed , first they identify specific learning objectives related to oral communication skills, such as pronunciation, fluency, articulation, and presentation skills. Then, they research and evaluate technology tools that align with these objectives. They take into consideration factors such as accessibility, ease of use, suitability for the target age group. And than choose a tools that offer opportunities for students to practice

speaking, receive feedback, and engage in meaningful communication interactions. It means that they meet the unique needs and preferences of the students, considering factors such as language proficiency level, learning styles, and interests.

**Question 3:Can you share any positive experiences or successes you have observed when Using educational technology to enhance students oral communication skills?**

Two teachers explain how they Increase student engagement and motivation due to interactive and immersive learning experiences. And Improved speaking proficiency and confidence through regular practice and feedback, Enhance collaboration and communication skills as students interact with peers and educators in virtual environments, Expand access to authentic language resources and cultural experiences beyond the classroom walls.

And Two out of four teachers said that there are numerous experiences noticed when using this technologies and taking the example of that student become more engaged and motivated when using interactive tools that allow for peer collaboration and feedback

**Question 4:What challenges have you faced when integrating educational technology into your lessons to support oral communication skills?**

The four teacher mentioned that they have encountered challenges when the learners may lack connection or appropriate devices which can hinder their participation in online communication activities ,access to reliable internet , especially Technical issues such as unavailable internet connectivity, compatibility issues with devices.

Ensuring equitable access to technology tools for all students, particularly those from disadvantaged backgrounds. Balancing the integration of technology with other instructional

methods to maintain a well-rounded learning experience by Providing adequate training and support for both educators and students to effectively use technology tools for oral communication activities

**Question 5: How has the use of educational technology changed classroom dynamics and Student engagement during oral communication activities?**

Asking such question is to know the importance of the use of technological tools and the difference they make inside the oral class as well as its influence on learners themselves.

They all agreed on one significant answer which is technology enables more participation by providing alternative modes of communication for students who may be hesitant to speak in front of the class. Moreover, interactive features promote collaboration and active engagement among the learners.

Increased opportunities for active participation and peer collaboration during oral communication activities, Greater flexibility in scheduling and organizing communication tasks., Enhanced student autonomy and responsibility.

**Question 6:What assessment methods or tools do you find effective for evaluating students' Oral communication skills when using educational technology?**

All the EFL teachers support specific oral communication objectives, including criteria such as pronunciation, fluency, vocabulary usage, and nonverbal communication, Peer assessment and self-assessment tools that encourage students to reflect on their own performance and provide constructive feedback to their peers, And Digital portfolios or recordings of student presentations, speeches, or discussions for review and evaluation by educators.

On one hand the self-assessments encourage students to reflect on their own performance and identify areas for improvement. On the other hand ,the peer evaluations promote a sense of accountability and provide valuable feedback from peers.

**Question 7:What are the advantages and limitations of using educational technology for Developing oral communication skills compared to traditional teaching methods?**

All the teacher argued that the advantages of using educational technologies are:

Enhanced accessibility to authentic language resources and cultural experiences, flexibility, and opportunities for autonomous and personalized learning. communication activities.

Increased engagement and motivation through interactive and immersive learning activities.

Opportunities for personalized learning and feedback tailored to individual student needs.

However the Limitations are:

Technical challenges and limitations, including access issues and reliability of internet Connectivity, Potential distractions and misuse of technology tools, leading to decreased focus and productivity, Over-reliance on technology may overshadow the development of interpersonal communication skills in face-to-face interactions.

**Question 8 :What strategies or recommendations do you have for teachers looking to Incorporate more educational technology into their lessons to support oral communication Skills at the university level?**

The four EFL teachers share the same strategies and recommendations which are :Provide training and support for faculty and students to familiarize them with technology tools and best



practices for oral communication. Integrate technology-enhanced oral communication activities into existing courses and curricula, aligning them with course objectives and learning outcomes.

Encourage collaboration and peer interaction through online discussion forums, virtual presentations, and group projects. Foster a culture of experimentation and innovation, encouraging faculty to explore new technology tools and pedagogical approaches to enhance oral communication.

### **3.2.3 Classroom observation analysis:**

Classroom observation is one of the main tools that has contributed significantly to the current investigation. The researcher was allowed to attend various sessions from different oral course(4 groups).

First, the classroom was monitored, followed by an in-depth interview and an online questionnaire. Robert J. Marzano (2001) defines classroom observation as "the process of systematically gathering data on teacher practice and student learning to improve instruction."

Since the aim of the study was to observe how technology is integrated during the teaching-learning process, and how it affects the oral competency of students classroom observation has a crucial role to play in a better understanding of the issues that arise during application.

Classroom observation focused on utilizing ICT during classrooms, relevant ICT activities, the software used, and the educational practices of teachers in the use of ICT.

From this observation, it was observed that the teacher relied mainly on technology to deliver its course, using the personal computer and the data chow devices as a means to deliver the lesson and activities. Teachers used the whiteboard to show some examples only while

explaining. On the other hand, students responded very much to this use and they engaged very well, especially in speaking, also they used their smartphones during the course either to take pictures, record teachers' explanations, or use dictionaries on the Internet.

The results of the observation in the classroom observation were similar to the data obtained from the questionnaires and interviews. Although students are of different ages, they are all comfortable using these tools, teachers explain more ideas and addressing various points and give more opportunities to the students to share their ideas freely, especially their oral presentation they also have a range of social media (Facebook) to communicate with each other, through which the teacher has opportunities to publish many activities for his work. We have observed that there is a difference between the groups during the lesson the 4 classes are very engaged but in different ways, some groups are calm but interact very well with the teacher and participate and the other group tries to motivate each other they listen carefully when someone is presenting and then they develop his presentation by asking a question that they are interested in, this shows us the important role of the teacher. As a result, ICT tools with the help of the teacher role have created a very interactive atmosphere for both students and teachers to facilitate learning/teaching in education, especially in proving the oral capacity of the student.

**Conclusion:**

In this chapter, we discuss the findings obtained from the analysis collected. It introduces and describes the research instrument; a questionnaire, an interview, and classroom observation. The data collected were analyzed qualitatively and quantitatively, presented, and discussed to enrich this work with different perspectives that led to relevant results about the use of technology.

The findings of this section suggest that the use of educational technology is important in facilitating and developing students' oral communication skills and that there may be difficulties when ICT is not used during the course or class. ICT has a positive effect on student oral capabilities. To summarize, According to the current data analysis and the responses obtained concerning the integration of instructional technology, the ICT is a primary tool for students to improve their oral skills..



***Chapter four:***  
***Results and discussions***

**4.1 Introduction:**

In the light of this research outcomes, this chapter delves into an analyses of teachers' interview and classroom observation, hence it is devoted to discussions of the main finding , moreover, it presents some suggestions and recommendations that attract the attention of both student and teachers toward the integration of ICT tools in EFL classroom to enhance language learning and teaching .

This chapter if focuses on the analyses of teachers interview plus classroom observation and detailed discussion of the finding of the obtained result. Additionally it addresses the study's limitations, and the importance of ICT utilization in EFL classroom while some challenges faced by both teachers and students.

**4.2 Discussion of the findings:**

The finding of this research shed light on the use of ICT and its impact on the decline of student oral communication skills , the discussion highlights several key points derived from the analysis of data collected through various research instruments , the questionnaire for students, the interview for teachers, and the classroom observation.

The main findings that were acquired from the analysis of data confirm that both teachers and students prefer to work with ICT tools , it provides opportunities for introvert students to engage more freely , make theme autonomous and confident in their learning , and it acquire valuable study and time management skills the results of the teacher interview and students highlight the close relationship between teaching speaking skills and using ICT , technology enables more participation by providing alternative modes of communication for students who

may be hesitant to speak in front of the class. Moreover, interactive features promote collaboration and active engagement among the learners.

### **4.3 Importance of ICT:**

The importance of ICT (information and communication technology ) in teaching and learning emerges as significant result of this research through the analysis of data collected via questionnaires, interviews with teachers , and classroom observations , several key finding highlight the vital role that ICT plays in educational settings . the use of ICT in foreign language instructions due to several advantages that use can offer both for the teachers and learners and Most respondents agreed with that , we will show this more in the coming section:

ICT allow students a lot of opportunities to practice their language abilities through activities using internet , videos , podcast ICT , and tasks that improve their reading , writing listening skills .

The objective of ICT tools is to encourage critical thinking , analysis , it bring new points of view to students in this way it encourage debate and acceptance of other people opinion's.

Utilizing ICT can create a learning environment that stimulate motivation digital tools are the daily communicative support of the new generation, therefore , they are easily handled in this environment . students become more engaged and motivated when using interactive tools that allow for peer collaboration and feedback.

ICT has facilitated the promotion and enhanced interaction and authentic communication among both English language users and learners , through email, instant messaging, video conferencing, and social media platforms .

ICT Increased classroom productivity and collaborative work. New technologies in the classroom, specifically those that allow access to online content, improve learning productivity by optimizing instruction time, and thanks to connectivity, it feeds collaborative work, students become more engaged and motivated when using interactive tools that allow for peer collaboration and feedback.

The advantages of using educational technology for developing oral communication skills include increased accessibility, flexibility, and opportunities for autonomous and personalized learning.

#### **4.4 Challenges faced when using ICT:**

While the participants of this study claimed the importance of the integration of ICT into EFL teaching and learning process ,they also highlighted several existing challenges , which are outlined as follows:

- Insufficient digital literacy skills among users including both students and teachers .
- The lack of access in the internet connection or appropriate devices , which can hinder their participation in online communication activities . additionally , technical issues such as audio/video quality or compatibility issues with different devices .
- Lack of competence of using technology for both teachers and students .
- lack of motivation from both teacher and student side to use ICT, lack of proper training skills.
- Facelifted the plagiarism by the simplicity of searching for information , copying , and pasting

**4.5 Classroom observation discussion:**

The utilization of computers in higher education has revolutionized the teaching process for language instructors, enabling them to conduct more practical and interactive lessons. By integrating various multimedia elements such as texts, images, sounds, and videos into a singular platform, educators are able to engage learners in a comprehensive manner, facilitating the acquisition of multiple skills simultaneously. This approach allows proficient instructors to effectively teach and assess all four language skills - listening, speaking, reading, and writing - concurrently, with students benefiting from interactive engagement with audiovisual materials. In essence, Information and Communication Technologies (ICT) play a crucial role in cultivating well-rounded students who excel in all facets of language acquisition, particularly in the realm of speaking proficiency.

Audiovisual aids have long been a prevalent tool in language education, utilized by educators to facilitate oral proficiency and reading comprehension in English language learners. In addition to traditional methods, PowerPoint presentations serve as an effective means of enhancing spoken English skills. By utilizing slide shows with a PowerPoint model, students in large classroom settings can be instructed in the art of public speaking, with projection points and accompanying images aiding in comprehension. Subsequent to the presentation, students are tasked with delivering formal speeches or engaging in debates on documented topics, thereby honing their public speaking abilities and fluency in English. Furthermore, group activities such as drafting official letters encourage students to expand their vocabulary and enhance their understanding of sentence structures. The proliferation of educational resources on the Internet, including audio, video, radio and television programs, games, tests, and graphics, exposes



students to a vast array of target language materials, thereby fostering speech development. The use of social media platforms such as Skype,

Messenger, Facebook, YouTube, and Instagram has further enhanced communication opportunities for students, enabling interactions with friends, peers, educators, and native English speakers. Such innovative approaches to language learning have proven instrumental in advancing oral proficiency and compensating for the scarcity of native English speakers in some locales, fostering intercultural understanding and stimulating heightened levels of interaction among students.

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have proven instrumental in advancing oral proficiency and compensating for the scarcity of native English speakers in some locales, fostering intercultural understanding and stimulating heightened levels of interaction among students.

#### **4.6 Limits of study:**

The main obstacle I faced during this study was time, as well as academic holidays, where it was difficult to find participants, Time limit, lack of contact with the teachers and students participating in both the interview and the survey, the participants' unwillingness to answer, especially students, where the searcher has to work from home and, consequently, lack of face-to-face contact with the participants. With limited opportunities to interview teachers,

The researcher was required to submit questionnaires on the Internet for students and teachers Alike.

Also, there is a lack of awareness when it comes to ICT, and some students do not understand the meaning of this term. There is also a marked lack of previous research studies on the present topic, which has made the writing of the first chapter somewhat challenging.

#### **4.7 Suggestions and recommendations:**

In the end, the results we arrived at the end of this research are not definitive, and therefore some of the results of this research proposed to help teachers and students alike, to overcome various problems. Related to the use of ICTs during the education process:

It would be preferable for the Department to provide the study rooms with the necessary information and communications technology tools to create a full educational framework

Improve the quality of Internet access where both students, teachers and administrators have easy access to the Internet connection during classes and research.

In case the Internet is not available, or the equipment the teacher must always provide. An additional information and communications technology plan.

- Teachers need to be taught how to use different types of technology. Because most teachers lack experience in this area.
- Students should avoid relying on ICT as a resource for fraud and cheating instead of using it as a tool to facilitate learning when needed.
- Teachers should allow students to include ICT applications in study activities.
- Students should use ICT tools to become competent Internet viewers to recognize the culture and norms of society.

**Conclusion:**

It turns out that many advantages allow ICTs to enrich newly educated people. Therefore, teachers had to be colorful according to the needs of their students. And these tools are the right way. In short, according to the results obtained from the teacher interview,

It can be said that some teachers lack the necessary practice to deal with this technology, while others seem that some teachers do not give up these tools on a daily basis and cannot dispose of them.

For teachers that are looking to incorporate educational technology in their lessons to support oral communication skills at the university level, I recommend to begin with clear learning goals and selecting tools that goes with those objectives. Providing training and support for Students and instructors is essential for ensure successful implementation beside fostering a supportive and inclusive learning environment where the students feel comfortable taking risks and expressing their ideas.

*General conclusion*

## **General conclusion**

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Technology has become an inseparable part of today's world , the field of foreign language instruction is no exception. The use of information and communication technologies (ICT's) in EFL classes has always dominated the pedagogical debates and discussions. The integration of ICT aim to facilitate and enhance the teaching and learning process ,and also the primary goal for many learners is to achieve proficiency as speakers of the language.

Most of learners struggle to speak the language correctly and effectively, which means learning English as a second language is not easy as its seems . many studies believe that The integration of information and communication technologies (ICT) facilitates authentic oral communication , and may reduce the obstacles limiting foreign language EFL learners from achieving competency in speaking.

This study deals with the role of educational technology in shaping English as a

Foreign Language (EFL) students' oral communication skills , Based on the results obtained from the analysis of the tools used in this study, the hypotheses mentioned in this work are minimally correct. Based on the results obtained from the participants (students, professors) ICT is a necessary and important means of learning English, especially for developing oral competence, using its various resources and forms to achieve its objectives during the class. So information and communication technologies (ICT) facilitates their learning; it increases their classroom performance and also improves their skills in both listening and speaking, stimulating them, and increasing their interests.

In addition, students have positive attitudes when it comes to information and communication technologies (ICT), when students use these tools, feel dynamic, confident and comfortable, and tend to solve the difficulties they face. For teachers, information and

## **General conclusion**

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communication technologies (ICT) gives modern and innovative ways of teaching because it helps to facilitate the teaching process, and motivates students to take more interest in courses. The educational system needs to incorporate ICT to help students develop their oral competencies because it has a positive impact on them.

This study highlighted the importance of mastery of speech for learners to use in education or for teachers to motivate their students and to make every effort to provide a friendly and comfortable class. This research is important for both learners and teachers to achieve an effective learning process.

Lastly, this research led to the conclusion that English teachers, especially oral teachers, should teach using information and communication technologies, not just traditional ways within the classroom. Thereafter, it will be able to increase language activities and develop students' interaction, which will lead to the development of their speech competence. Therefore, the inclusion of ICTs in classrooms is necessary, and it is assumed that ICT teachers will be aware of the use of ICTs to achieve successful educational outcomes.



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*Appendices*

## Appendices

### Appendices:

#### Appendix 01: student questionnaire

Dear students, you are kindly requested to answer the following questions to reach the objective of knowing students' attitude towards the use of ICT in lectures and its impact on their speaking skill, rest assured that all the information you share here is confidential. Section one: personal information

- Gender:

Male

Female

- Why do you want to learn English?

.....  
.....  
.....

Section two: Students' perception about the use of ICT tools in EFL classes

- In which skill do you face problems the most?

Speaking

Listening

Reading

Writing

- Do you face any difficulties in speaking English?

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Yes

No

➤ If yes, what are those difficulties?

.....

.....

• What do you think about using ICT in oral classes?

Good

Bad

Between

➤ Please state why?

.....

.....

.....

• How often do you use ICT to study or revise?

Always

Sometimes

Never

• What kind of ICTs do you use?

.....

.....

.....



## Appendices

- Has the use of ICT helped you in enhancing your speaking skill?

Yes

No

➤ If yes, in what way?

.....

.....

➤ If no, please state why?

.....

.....

Thank you for your time.

## **Appendices**

### **Appendix 02: Teachers` interview**

Thank you for participating in this research study. The aim of this interview is to gather information about the impact of educational technology on oral communication skills in classrooms from the perspective of teachers. Your honest and thoughtful responses are highly appreciated. Please note that your participation is voluntary, and all information provided will be kept confidential.

1. How do you incorporate educational technology tools in the classroom to support students' oral communication skills?
2. How do you select appropriate technology tools based on specific learning objectives related to oral communication skills?
3. Can you share any positive experiences or successes you have observed when using educational technology to enhance students oral communication skills?
4. What challenges have you faced when integrating educational technology into your lessons to support oral communication skills?
5. How has the use of educational technology changed classroom dynamics and student engagement during oral communication activities?
6. What assessment methods or tools do you find effective for evaluating students' oral communication skills when using educational technology?
7. What are the advantages and limitations of using educational technology for developing oral

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communication skills compared to traditional teaching methods?

8. What strategies or recommendations do you have for teachers looking to incorporate more

educational technology into their lessons to support oral communication skills at the university level?

Thank you for your participation! Your insights are valuable to this research study. If you have any further comments or concerns, please feel free to share them below.